

Preparation for Adulthood Strategy

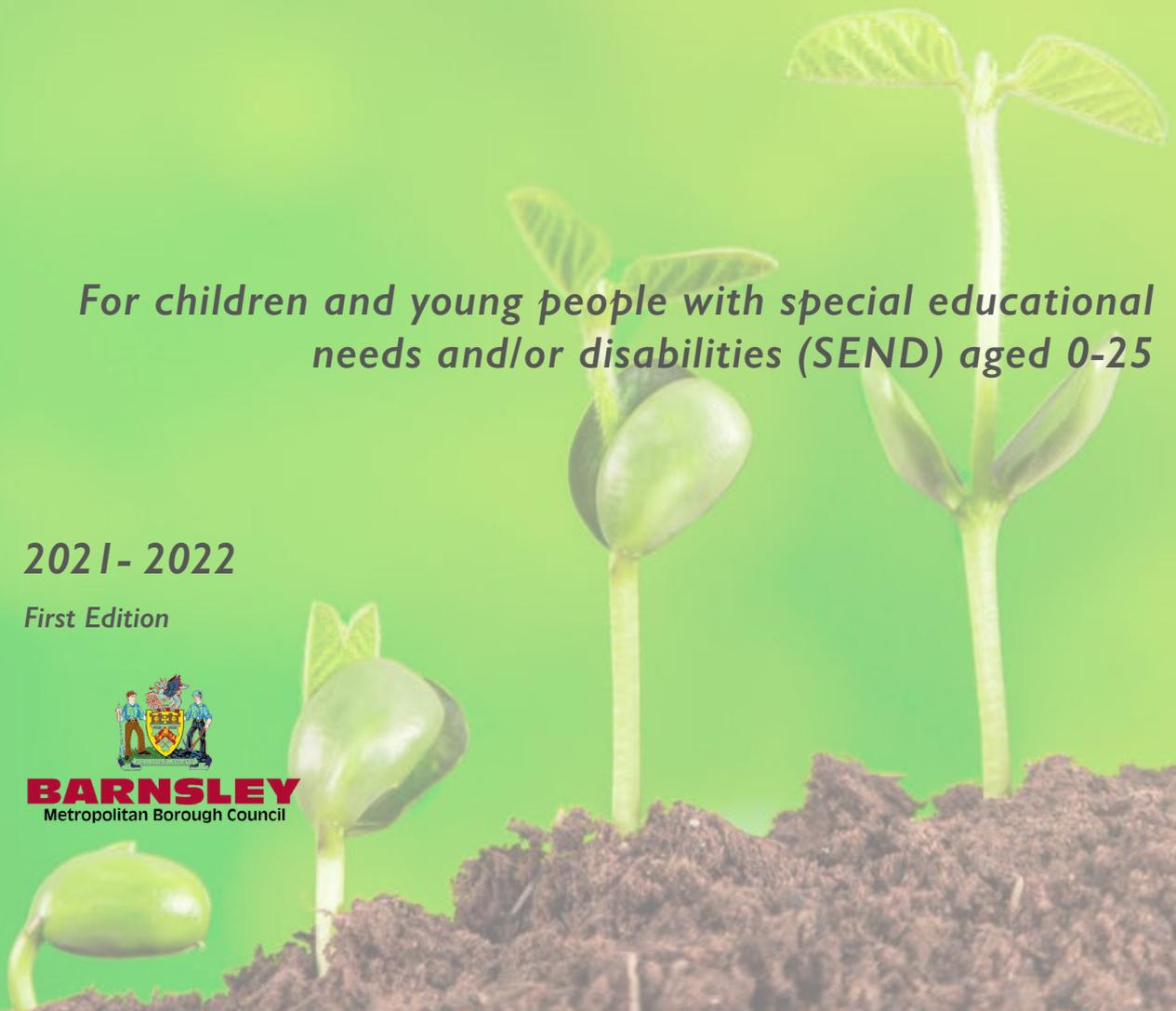
*For children and young people with special educational
needs and/or disabilities (SEND) aged 0-25*

2021- 2022

First Edition



BARNSELEY
Metropolitan Borough Council



Preparation for Adulthood Strategy

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Foreword

Early, well supported transitional planning is key to supporting young people's journey and transition to independence and adulthood. In Barnsley, we are fully committed to promoting and supporting young people's aspirations, to achieve the best possible outcomes and opportunities for their future. We want all young people to have the best start into adulthood and for children and young people with special educational needs and/or disabilities (SEND) to be fully supported along that journey, to be successful and achieve their full potential.

To set out our priorities, we have developed our Preparation for Adulthood Strategy. At the heart of this strategy is our commitment to person centred planning, co-production and ensuring that children, young people and their families are supported and fully involved in planning and navigating their own futures, to enable them to live full and rewarding lives.

The strategy focuses on our shared values, vision and principles for how services will work effectively together and in partnership with children, young people with special educational needs and/or disabilities and their parents and carers, to prepare for adult life. It recognises that preparation for adulthood starts as early as possible, from the early years right through to adulthood and, as such, encompasses the age range 0-25 years, as defined in the SEND Code of Practice, 2015.

My thanks to the Barnsley SEND Youth Forum, who have been integral in the development of the strategy from the earliest stage, which has enabled the key priorities across the Local Area SEND system and partnership to be identified.

Mel John-Ross, *Executive Director Children's Services BMBC*

Contents

Foreword	5
Introduction	9
Setting the Scene	11
The Code of Practice	13
What does Preparation for Adulthood mean for us?	15
The SEND Youth Forum tell us that...	17
Strategic Aims and Key Principles	19
Five key areas of focus:	21
Education and Employment	23
Independent Living	25
Community Inclusion	27
Health	29
Choice and Control	31
Our Priorities	33
What We Will Do	35

This strategy is written in consideration of guiding legislation including:

- *Children & Families Act, 2014*
- *SEND Code of Practice, 2015*
- *Children and Social Work Act, 2017*
- *Health and Social Care Act, 2012*
- *Care Act, 2014*
- *Mental Capacity Act, 2005*
- *Deprivation of Liberty Safeguards (Liberty Protection Safeguards from 2022)*



Our values in the preparation for adulthood reflect our vision that we will build brighter, better futures for all children and young people in Barnsley; to support them to lead happy and successful lives.

Introduction

Our values, our vision...

Planning for transition into adulthood should start from the earliest age. This means ensuring that support, information and advice is in place as children and young people move into adulthood with raised aspirations and expectations for fulfilling lives.

As children and young people move through their lives, they will be clear about their personal progression and the support available to help them achieve that over the course of their lives and as they transition to adulthood.

Young people will experience integrated support that builds on existing strengths and is designed around their needs, aims and aspirations. We will ensure that the right level of care and support is arranged along with securing opportunities for promoting independence through learning and education, training, employment, social and leisure activities, and independent living.

This strategy will ensure that children and young people are empowered to make informed and ambitious choices about the support they want, how they want to live and what they want to achieve.

This strategy is built on our values:

All children, young people and parents/carers have the right to be heard, be truly listened to and have their views valued and acted upon to affect improvement. This is achieved through our values of communicating openly, honestly and with mutual respect.

The local authority and the clinical commissioning group (CCG) strive to involve children, young people and parents/ carers at all levels, in contributing and shaping the local area special education needs and/or disabilities (SEND) system, to enhance the range and quality of services.

Children, young people and parents/ carers are treated as equal partners; their contribution is supported, valued and respected.

Trust and co-operation will be built through timely and honest communication, where we listen, do our best and act on our word, ensuring regular feedback is taken and given from children, young people and parents/carers on the quality of services and support delivered.

Services are honest and clear about what can be delivered, what can't and why.

We will be fair and treat everyone with fairness and equity.

We will work together with children, young people and parents/carers to remain solution focussed.



Setting the Scene

Starting well, living well, ageing well...

The Children and Families Act, 2014, introduced a new special educational needs and disabilities (SEND) system. At the heart of the changes is a commitment to ensuring that children, young people and their families are at the centre of decision making so that they have more choice and control in achieving better outcomes.

There is a significant area of growth in demand for local SEND systems and those young people about to make the transition into adult life. Those aged 16-25, account for the largest proportion of the growth in EHCPs over the last five years.

Another reason for ensuring we get preparation for adulthood right is that there is a gap in outcomes for young people with SEND, compared to their non-SEND peers, when it comes to their destinations after they leave school. Statistically, this group are less likely to stay in education, training and employment.

In Barnsley, we want to ensure we get it right for all young people so that they have the best possible future. We recognise that those with SEND may require a lot more support to get there. Preparation for adulthood must start as early as possible, from the early years right through to adulthood.

Most children and young people with SEND will be successful with support from their family, education setting and communities. We recognise that some need more support and this strategy focuses on this. It sets out our shared values, vision and principles for how services will work together to support children and young people with SEND to prepare for their adult life.



The Code of Practice

Principles and Requirements...

High aspirations are crucial to success – discussions about longer term goals should start early and ideally well before Year 9 (age 13-14) at school. They should focus on the child or young person's strengths and capabilities and the outcomes they want to achieve.

Being supported towards greater independence and employability can be life-transforming for children and young people with SEN. This support needs to start early, and should centre around the child or young person's own aspirations, interests and needs. All professionals working with them should share high aspirations and have a good understanding of what support is effective in enabling children and young people to achieve their ambitions.

Preparing for adulthood means preparing for:

- higher education and/or employment – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
- independent living – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living
- participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community
- being as healthy as possible in adult life

The SEND Youth Forum made the decision to remodel the 4 key areas of preparation for adulthood using information from a variety of sources. They decided collectively that they wanted their strategy to focus on 5 key areas. These are;

Employment and Education

Independent Living

Community Inclusion

Health

Choice and Control



There should be an early focus on preparation for adulthood and we should not be given support and information later than non-SEND peers, including in things such as sex and relationship education, which can pose additional vulnerabilities for us.

It means making sure that we are all prepared as we move into our adult lives. It means having our views heard and being able to contribute in making decisions to help our independence later in life.

Services are there to ensure that we can take on adulthood and be as independent as possible and know our options. We see this strategy will support this. This is the key to be able to do that.

What does Preparation for Adulthood mean for us?

Our thoughts...

“Children and young people’s services give the necessary tools and outcomes for young people up to the age of 25. This is important because these people will be turning 25 and we cannot stop that, but we can give them the best possible outcomes by giving them the necessary tools and information for them to transition into adulthood.”

SEND Youth Forum member, 2020

It is important to think about young people’s long-term ambitions and pathways from the earliest age. This means having a joined-up approach to thinking about future outcomes for children and young people that runs through early years settings, schools, colleges and other education providers.

All children and young people, including those who have SEN Support needs and those who have an Education Health and Care Plan (EHCP) should have clear pathways to adulthood. Therefore, annual reviews and the assess, plan, do, review approach needs to consider medium and long-term outcomes for all. This must be done through well-developed and embedded approaches to planning for and supporting young people as they move towards the transition to adulthood.

Children and young people must be included in discussions, actions and outcomes right from the beginning and through to the end. Their voice is paramount throughout the process of preparation for adulthood.



Children and young people must be involved from the very start of any developments and strategies and be kept involved throughout.

I have enjoyed working on the strategy because I have been able to use my experiences in transferring to adulthood. By sharing my experiences of transferring to adulthood with others, I have brought lots of ideas of how things can be improved for the future of children and young people in Barnsley.

We do not wish to be removed from important life learning in school and college.

All sections of the system across education, health and care, must be closely linked so things aren't done separately.

I enjoyed contributing my views on behalf of all children and young people to make sure all services will work together to make sure we get what we need.

We need to make sure our voices are heard by decision makers in Barnsley.

More information, not less, is important for us, particularly around drugs and alcohol education.

The SEND Youth Forum tell us that...

More services should be joined up.

We do not wish to be removed from learning with our peers as this sometimes means that we do not catch up with missed lessons and learning.

We should use this strategy to give the best and necessary tools and information to children and young people to prepare them for adulthood.

We have built this strategy to ensure that all young people are prepared for adulthood and have independence.

This strategy is really important because it will make sure young people are given all the information they need to support them into adulthood

There needs to be a more joined up approach around timelines that services offer in relation to preparation for adulthood for us as young people with SEND.

Education around understanding friendships and relationships must begin at the earliest age.



Strategic Aims and Key Principles

Our current SEND strategy commits to Barnsley being a place where everyone has their voice heard and this is valued by services. Preparation for adulthood is at the centre of these commitments as we want Barnsley to be a place where:

The local area works together as a system wide approach. This includes, the local authority, the clinical commissioning groups (CCGs), public health, NHS England for specialist services, early years settings, schools and further education providers. In practice, the local authority and the CCG are the two main organisations that should lead the system collaboratively.

Preparation for adulthood runs through everything we are committed to and so, therefore, it must be embedded across the whole of the local area SEND system.

All children and young people live in a safe environment, where they feel listened to, supported and respected.

Where a child or young person is not able to express themselves fully then it is vital that we enrich their voice with the help of their families and supportive adults.

Children, young people and families make healthy lifestyle choices, are resilient and have good emotional health and wellbeing.

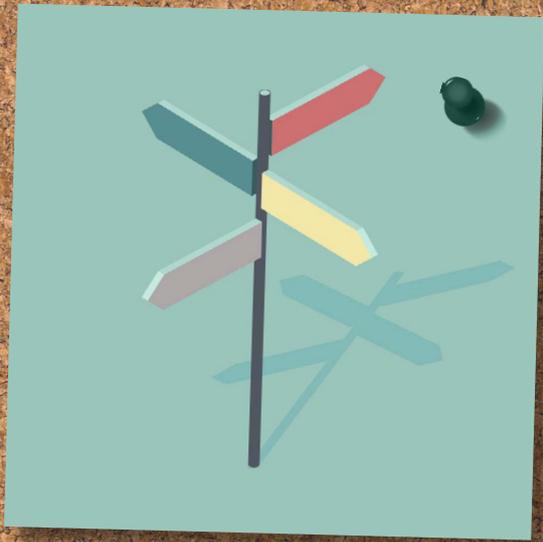
Children and young people enjoy life and its opportunities, achieve their potential and receive a good education.

There is a shared vision and strategy which focuses on aspirations and outcomes, using information from EHC plans and other planning to anticipate the needs of children and young people

There are pathways into employment, independent living, participation in society and good health.

Young people have access to and are supported to secure good jobs.

Children and young people become active citizens who contribute to their community and creating a 'Better Barnsley'



Five Key Areas of Focus

By Preparing for Adulthood, we mean preparing for:

Education and Employment

Independent Living

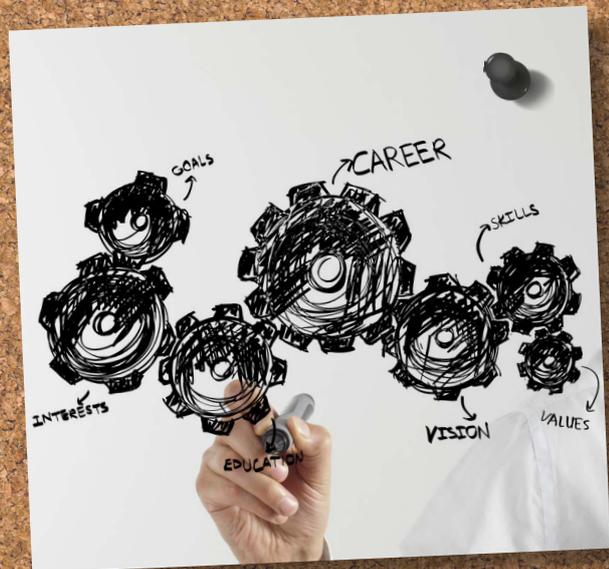
Community Inclusion

Health

Choice and Control

Education and Employment

Exploring, planning and preparing for different employment options including self employment and setting up own businesses.



Being supported in making decisions about education pathways including raising awareness of options and courses available for young people.

Receiving quality advice around volunteering and work experience options.

Showcasing success in education, employment and self employment to inspire other young people with SEND.

Ensuring that CYP have the skills and knowledge to enable them to enter the world of employment and have financial independence and stability.

Education and Employment

Focus on...

Pathways to employment focuses heavily on education and training as well as other relevant services and agencies that can support the development of knowledge, skills and experiences, and/or create appropriate opportunities for young people. Whilst education provision is crucial in preparing young people with SEND for employment, there are a range of non-education activities provided by other services including health and social care that should complement education including:

- Volunteering/community participation
- Work experience
- Training of skills for semi-supported or independent living
- Developing and maintaining friendships and support to access facilities in the local community
- Independent travel training
- Health care such as physiotherapy and speech and language therapy, etc.

A need to offer a greater range of opportunities to support post-16 young people with SEND to re-engage with education and training and move into sustained employment.

A specific offer within the Adult Skills and Community Learning (ASCL) programme including a range of pathways that will support young people with SEND, post 19 years, to access appropriate provision for well-being, skills and employability provision.

A refreshed Pathways to Success framework creating work experience opportunities specifically, for young people with SEND within the council.

An extension of the supported employment programme for adults with learning difficulties and disabilities (LDD) to include young people with SEND post 19 years.

An extension of the number of ring-fenced apprenticeships across the council.

Independent Living

Giving children and young people the tools and skills to be able to become as independent as possible.



Supporting young people and families to make collective decisions and choices around their accommodation and living arrangements. This could be within the family home or outside of it.

Enabling children and young people to explore options available to them.

Developing children and young people's understanding of society and social rules.

Teaching the skills of how to budget and plan for independent stability to ensure as much self-sufficiency as possible based on individual need.

Independent Living Focus on...

A strategic oversight of transition between children's and adults' services.

Ensuring the effective identification, referral and process for children requiring a preparation for adulthood assessment at year 9 and 14+ assessment of need for care and support.

Ensuring good 'assessment of eligibility' processes for in and out of area transitions, e.g. for looked after children and those leaving care either in or out of authority.

Developing close links between the Education, Health and Care Team, Children's and Adults Social Care Teams to identify young people's needs, identification of placement and continuing education.

Accessing adult social care post 18, including an emphasis on the well-being principle of the Care Act. Focus should be placed on individual young people's strengths and abilities from the start of this process.

Ensuring that all children and young people with SEND have the appropriate access to services which enable them to live as independent a life as possible including travel and safety from the earliest age.

Ensuring services provide young people with the skills and knowledge to be able to understand the importance of self care and personal hygiene and carry this out to the best of their ability.

Services will work alongside children, young people and their families so that they have the skills to live as independently as possible. Tasks such as laundry, cooking, cleaning and managing a home, to the best of their ability, even if they are not living in an independent setting.

Community Inclusion



Supporting children and young people to develop an understanding of what healthy relationships are and how to engage in these meaningfully.



Giving children and young people the tools to be able to manage difficult situations they may encounter.

Developing knowledge and understanding of how children and young people can contribute and have a sense of belonging to their community.

To raise awareness of SEND within the community to prevent social isolation and discrimination, for children and young people with SEND. There must be education for non SEND children and young people to tackle ableism across the borough.

Providing access to information that will enable children and young people to create their own friendship groups – such as how to join a community youth group.

Community Inclusion Focus on...

Ensuring that all social and community opportunities are together in one place so that children, young people and families are aware of what is available for them and what caters for their particular level or type of SEND.

Encouraging children and young people, with the support of their families, to make decisions about how to spend their free time.

Making sure that children and young people have access to appropriate technology and develop the skills to be able to be safe on line.

Ensuring children and young people are included and belong to different groups from the earliest age.

Creating safe environments within the community for children and young people to belong and feel safe alongside their peers.

Supporting children and young people to explore friendships and relationships whilst giving them the skills and understanding to be able to identify and manage negative interactions.

Supporting children, young people and their families to see the wider world and have the tools to be resilient when challenges through life arise.

Children, young people and their families being able to access services that support the development of community inclusion and independence, such as, travel training.

Ensuring that young people and families are aware of financial support available to them through Department of Work and Pensions (DWP) advice.

Health

Giving children and young people the support to be able to understand their own needs.

Ensure young people do not feel like a 'tennis ball' being 'batted' around between services without receiving any support.

Enabling children and young people to understand and be able to articulate needs of any medical conditions they may have to the best of their ability.

Teaching children and young people how to make and manage medical appointments. This could be specific appointments relating to their needs and/or general medical and dental appointments as the need arises.

Growing and understanding knowledge from early years through to adulthood of what a healthy and balanced lifestyle looks like.



Health Focus on...

Healthy relationships including developing an understanding around sexual relationships, health and contraception.

Managing health needs that are based on confirmed diagnosis and appropriate routes for accessing support.

Promoting mental health and well being and ensuring that children, young people and families are signposted to and supported by the appropriate services.

Ensuring that there is appropriate, robust and ongoing education for children, young people and families around drug and alcohol use and also risky behaviours.

Better preparation for young people to access screening programmes which will support them to develop their knowledge of topics such as, how to examine their breasts/testicles for lumps, cervical smears, and pregnancy advice.

Promote healthy lifestyles through increasing knowledge and awareness amongst children and young people with SEND around public health areas such as alcohol, smoking, obesity and how to access services.

Developing a health passport for young people with SEND, which contains information that is theirs in terms of their health needs, holds a health record about them, including any ongoing treatments and medications etc.

Ensuring young people and families understand what services and support is available to them in relation to their health and care needs including support in transitioning into adult services.

Choice and Control

Supporting children and young people to develop their own opinion, be able to express it and engage in discussion with family and services to come to collective decisions.



Ensuring that children and young people are involved and have access to information that would be readily available to their non-SEND peers.

Support to be able to understand and engage with information so that children and young people can make informed decisions about their future.

It is important to recognise the spectrum of SEND that spans the Barnsley community and support/guide children and young people according to their individual abilities.

Choice and Control Focus on..

Ensuring, where possible and in relation to their level of ability, children and young people are involved in any decision that affects their life.

Developing a detailed route map to make things clearer for children, young people and their families as to what happens and what support is available at each stage of their journey.

Giving children and young people the opportunity to develop and express their own wishes, feelings and opinions, which should be used alongside those of their families and supportive adults when making decisions.

Supporting young people to have the skills and knowledge to make informed choices to be able to manage appropriate, meaningful and safe relationships and social interactions.

Involving young people in decisions around their own finances and giving them the skills to be able to make informed choices alongside their families and supportive adults.

Exploring local learning options which are available to children and young people and supporting children, young people and families to access these.

Ensuring that children and young people have an in depth understanding of what consent and best interest is.

Giving young people the skills, knowledge and understanding to live as independently as possible. Safety, time management and life skills must be developed for all children and young people.

Ensuring children, young people and families are aware of all the options relating to living arrangements available to them.

Having a plan in place for young people and families and ensuring that they know what, how and when to seek support if or when life changes.

Our Priorities

What is important?

“If children and young people with SEN or disabilities are to achieve their ambitions and the best possible educational and other outcomes, including getting a job and living as independently as possible, local education, health and social care services should work together to ensure they get the right support.” SEND CoP 2015

We must ensure that education, health and social care services work collectively to create a multi-agency focus which in turn ensures that the correct information and support is received by children, young people and their families.

We must develop an understanding across education, health and social care services that preparation for adulthood must begin at the earliest stage in life.

We must make sure that transition between all services is working and that services communicate effectively with each other.

Use forecasting data to ensure that service plans reflect the changing and rising need for service delivery.

We must work hard to ensure that support is in place from schools through to post 16

We must ensure that preparation for adulthood is joined up for ALL learners not just SEND/Vulnerable learners.

Ensure that all legislation, such as the Children & Families Act, 2014 and the SEND Code of Practice, 2015 are cross referenced to have the greatest impact on ALL learners.

Transition between phases of education is transparent and robust and allows for information sharing between settings.

We must ensure children and young people achieve the best outcomes possible by remaining in local area education, wherever possible, to continue to be part of and involved in their community.

We must ensure that preparation for adulthood is a key focus within the annual review process for all children and young people with plans and not just those from year nine onwards.

Education settings must include preparation for adulthood outcomes and provision for all learners with SEN Support needs.



Our commitment to the children and young people of Barnsley is to ensure all services work together to support preparation for adulthood so that they can start well, live well and age well.

What We Will Do

Our promise...

Develop a strategic transition group for ages 0-25, spanning education, health and care.

Analyse the forecasting data to ensure services are running on maximum efficiency and are able to respond to evolving need.

Conduct an Internal review of the referral process for young people into the transitions team.

Review and monitor quality of processes and success indicators to ensure effective service delivery.

Further develop the role of the virtual school as the team responsible for young people until they are happily settled in their care and educational placement.

Ensure measurement of outcomes for transitions are aligned with those identified within the NICE Guidance on Quality & Outcomes for Transitions.

Increase awareness of opportunities for children and young people with sensory needs and their families to engage in social activities.

Develop a 'flow chart' that can be used by children, young people and their families to navigate service and support available to them.

Create a directory of services available including their offers across the borough to support children, young people and their families.

Create targeted resources for children and young people with sensory needs to assist them in their development of skills required for preparation for adulthood.

Create awareness raising material to allow for better understanding of legislative drives for children's and adults services and what each provides.

Develop a transition tracker that incorporates all required information to inform a needs assessment:

Involve children, young people and their families in developing a transition pack.

Develop a health passport for young people with SEND, which contains information that is theirs in terms of their health needs.

Ensure that children, young people and their parents and carers will be involved and will help to shape the SEND system in relation to preparation for adulthood.

Review the local area preparation for adulthood pathways and how these link together for all children and young people and not just for those with SEND/vulnerabilities.



Key Stakeholders

The people and services instrumental to the development and implementation of this strategy...

Children and Young People
Parents/carers

Schools, Settings and Colleges
Barnsley School's Alliance

Education Inclusion Services;
Education, Health and Care Plan Team
Sensory Team
Educational Psychology
Social, Communication and Interaction Team
SEND Improvement
SEND Participation

Youth Voice and Participation
Commissioning and Governance
Targeted Information Advice and Guidance Team (TIAG)
Raising Participation
Employment and Skills
Safeguarding and Family Services

Designated Clinical Officer for SEND
0-19 Public Health Nursing Service
Adult Mental Health and Disability
Child and Adolescent Mental Health Services
Children's Speech and Language Therapy
Adult Speech and Language Therapy
Children's Therapy Services
Adult's Therapy Services
Continuing Health Care

Adult Social Care
Disabled Children's Team
Children's Social Care and Safeguarding
Virtual Head Teacher, Looked after Children and Vulnerable Groups Service

With thanks to...

**Barnsley SEND Youth Forum, for your suggestions and comments
as to how we can, together, make a better Barnsley**

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